BTEC

BTEC Performing Arts

Assignment Brief

Qualification: BTEC International Level 3 Diploma and Extended Diploma in Performing Arts

Module H: Collaborative Performing Arts Project

Issue Date:
Deadline Date:
Assessor:

Pearson

Important guidance for using Example Assignment Briefs

Example Assignment Briefs (EABs) are provided as support and guidance.
Teachers are not required to use them.

You are free to use or adapt them in any way to suit your programme and learners. When adapting EABs, or creating your own, you must ensure the
minimum requirements listed on the ‘BTEC Internal Verification of Assignment Briefs’ are met.

Assignment: On the move!

Unit H21: Undertaking a Defined Creative or Administrative Role

- Plan and prepare for a creative or administrative role.
- Demonstrate skills within a creative or administrative role.
- Contribute to a project within a creative or administrative role.

**** BTEC International Level 3 Extended Diploma in Performing Arts only***

H22: Using Creative Collaboration to Develop a Project

- Demonstrate personal engagement and individual responsibility when developing a collaborative project.
- Demonstrate performance skills when developing a collaborative project.
- Apply collaborative skills when developing a project.

H23: Producing a Collaborative Project

- Demonstrate technical performance skills in a final collaborative project.
- Demonstrate interpretive performance skills in a final collaborative project.
- Present a final collaborative project.

Context

Anyone working in the performing arts must be a good team worker. Collaborative working is essential in both live and recorded sectors of the industry.

This assignment will allow you to show that you have the skills and knowledge needed to work with others to deliver a performance product that requires collaboration in both the creative content and its presentation.

Your brief

As a member of a youth performance company you must work as part of an ensemble to plan, develop and realise a group performance project for a defined audience and purpose.

Working as a company you will decide on the nature and style of the performance. You will have regular group discussions, meetings and rehearsals to ensure the project stays on track and that there is a vision and timeline for its development and realisation. You should contribute to these activities and put forward creative ideas along with responding to the ideas of others.

The project will be realised as live performance for an audience, which you will take part in demonstrating technical and interpretive performance skills.

Learners studying the Extended Diploma must complete all three assessment units H21, H22 and H23 (Tasks 1,2,3 and 4). Learners studying the Diploma must complete assessment units H22 and H23 only. (Tasks 3 and 4 only).

Task 1: Planning the Project*

**** Task 1 applies to learners studying the Extended Diploma in their role in the production/administration of the project (Unit H21).***

Working as a company you should take part in planning activities to discuss the nature and style of your performance project. You should consider the artistic intentions and target audience of the performance as well as the possible venues, time constraints and required resources.

You should agree the roles required to deliver the project and each member of the company should undertake a **defined creative/production role or an administrative role.**

For example:

- choreographer/director of a specific section of the piece
- costume/set/make-up designer
- marketing manager
- front of house manager
- box office manager.

Task 1: Planning the Project*

**** Task 1 applies to learners studying the Extended Diploma in their role in the production/administration of the project (Unit H21).***

Once initial ideas have been agreed and decisions have been made, you should create a comprehensive project proposal that includes:

- a detailed timeline, including the rationale for the necessary preparations required at each stage of the process.
- details of required resources, agreeing what is needed and why
- an explanation of your own role(s) and responsibilities and those of other members of the company
- details of necessary contingency plans.

Along with the project proposal, you may include relevant planning materials such as minutes of meetings, designs, annotated scripts, etc.

Criteria covered by Task 1

Unit/Criteria Reference	To achieve the criteria, you must show that you are able to:
H21.P1 Pass **Basic** H21.M1 Merit **Detailed** H21.D1 Distinction **Comprehensive**	At **Pass**, learners give an overview of the requirements in terms of required resources, as well as an overview of what actions they need to take, with some description of necessary preparations. At **Merit**, learners give a full breakdown of the requirements in terms of resources, what they are needed for and why they are needed. They provide considered detail of what actions they need to take, with an explanation of necessary preparations. At **Distinction**, learners give a thorough and wide-ranging breakdown of the requirements in terms of resources, what they are needed for and why they are needed, including contingency plans. They demonstrate reasoned and proactive thought in relation to the actions they need to take, with a thorough and wide-ranging understanding of necessary preparations.

Task 2: Developing the Project*

Task 2 applies to learners studying the Extended Diploma in their role in the production/administration of the project (Unit H21).

Once initial ideas have been agreed and decisions have been made, you will need to work as a member of the company undertaking **a creative or administrative role (non-performer)** during the production process to develop your performance project.

Activities may include:

- contributing to discussions and production meetings
- planning and leading practical workshops to explore themes and ideas
- undertaking individual preparation, e.g. carrying out research into the context of the relevant performance material, producing schedules, designs, presenting plans and ideas to others
- taking part in rehearsals/production meetings:
    - leading warm-ups
    - contributing ideas
    - responding to the ideas/input of others
    - responding to direction/feedback.

Task 2: Developing the Project*

**** Task 2 applies to learners studying the Extended Diploma only in their role in the production/administration of the project (Unit H21).***

To ensure production and administrative planning/development activities are undertaken in an appropriate manner, you should carry out your creative or administrative role in the project.

This may include:

- marketing the production and producing publicity materials
- selling tickets and managing the box office
- producing design ideas for production elements such as costumes, make-up and set
- communicating with other production team members as appropriate.

The activities undertaken and decisions made should be thoughtful and creative, making a positive impact on the project.

Criteria covered by Task 2

Unit/Criteria Reference	To achieve the criteria, you must show that you are able to:
H21.P2 Pass **Competent** H21.M2 Merit **Effective** H21.D2 Distinction **Accomplished**	At **Pass**, learners apply a basic range of skills appropriately to achieve the purpose, with some understanding of their role. At **Merit**, learners select and apply skills to achieve the purpose efficiently, demonstrating a secure capability and a considered understanding of how to apply relevant skills in their role to good effect. At **Distinction**, learners showcase a technically proficient level of capability in their use of skills, with a full and logical understanding of how to apply relevant skills in a project scenario.

Criteria covered by Task 2

Unit/Criteria Reference	To achieve the criteria, you must show that you are able to:

H21.P3 Pass **Some impact** H21.M3 Merit **Clear impact** H21.D3 Distinction **Crucial impact**	At **Pass**, learners have some positive impact on the project. They may make some errors in judgement or mistakes, but these will have only a minor impact on the project. At **Merit**, learners have a clear and positive impact on the project. They will make effective and considered decisions and actions in relation to the project. At **Distinction**, learners have an essential impact on the success of the whole project. They will make thoughtful and creative decisions and actions that impact on the project.

Task 3: Developing the Project

Task 3 applies to learners on both the Diploma and Extended Diploma in their role as performers (Unit H22).

Working as a company you should take part in meetings to discuss the nature and style of your performance project. You should consider the

artistic vision and target audience as well as the possible venue, time constraints and required resources.
You will undertake a role as a performer in the collaborative project. This may be a role decided through auditions and/or through discussion and agreement with your company.
During the rehearsal process you will take part in activities to develop and refine your performance role in the project.
Activities may include:

- taking part in practical workshops to explore the material
- Individual preparation, e.g. learning lines/choreography, practising movement sequences, research into the context of the material and/or your character
- taking part in rehearsals (e.g. leading warm-ups, contributing ideas, responding to direction/input from others).

Criteria covered by Task 3

Unit/Criteria Reference	To achieve the criteria you must show that you are able to:
H22.P1 Pass **Appropriate** H22.M1 Merit **Effective** H22.D1 Distinction **Accomplished**	At **Pass**, learners show some participation and provide relevant inputs during discussions and meetings. They contribute to the creative development of the project but may rely on some support from their peers. At **Merit**, learners are attentive and participate during discussions and meetings, providing valuable input and ideas that progress the project. They clearly contribute to the creative development of the project. At **Distinction**, learners are consistently attentive and participative during discussions and meetings, providing a range of pertinent and insightful inputs. They show leadership in their contribution to the creative development of the project.

Criteria covered by Task 3

Unit/Criteria Reference	To achieve the criteria, you must show that you are able to:
H22.P1 Pass **Appropriate** H22.M1 Merit **Effective** H22.D1 Distinction **Accomplished**	At **Pass**, learners show some participation and provide relevant inputs during discussions and meetings. They contribute to the creative development of the project but may rely on some support from their peers. At **Merit**, learners are attentive and participate during discussions and meetings, providing valuable input and ideas that progress the project. They clearly contribute to the creative development of the project. At **Distinction**, learners are consistently attentive and participative during discussions and meetings, providing a range of pertinent and insightful inputs. They show leadership in their contribution to the creative development of the project.

Criteria covered by Task 3

Unit/Criteria Reference	To achieve the criteria, you must show that you are able to:
H22.P3 Pass **Adequate** H22.M3 Merit **Effective** H22.D3 Distinction **Accomplished**	At **Pass**, learners collaborate in the development of a creative performance project, showing the ability to suggest ideas and listen to the opinions and ideas of others. At **Merit**, learners collaborate in the development of a performance project, showing the ability to input relevant ideas and respond to the opinions and ideas of others while moving the project forward. At **Distinction**, learners collaborate in the development of a performance project, showing the ability to share and explain ideas and respond thoughtfully to the opinions and ideas of others.

Task 4: Realising the Project

Task 4 applies to learners on both the Diploma and Extended Diploma in their role as performers (Unit H23).

You should take part in the realisation of your project in a performance role.

Your performance should demonstrate:

- secure and proficient application of technical performance skills
- application of skilled interpretive performance skills that consider:
    - the artistic aims and intentions of the performance
    - the stylistic qualities of the piece
    - the needs of the target audience
- clear and effective communication with the other performers and the audience.

Criteria covered by Task 4

Unit/Criteria Reference	To achieve the criteria, you must show that you are able to:

H23.P1 Pass **Competent** H23.M1 Merit **Effective** H23.D1 Distinction **Accomplished**	At **Pass**, learners apply technical performance skills that have some positive impact on the final outcome. They will demonstrate some technical skills. At **Merit**, learners apply technical performance skills that have a clear and positive impact on the final outcome. They will demonstrate secure technical skills. At **Distinction**, learners apply technical performance skills that have a crucial and positive impact on the final outcome. They will demonstrate technically proficient skills.

Criteria covered by Task 4

Unit/Criteria Reference	To achieve the criteria, you must show that you are able to:

H23.P2 Pass **Competent** H23.M2 Merit **Effective** H23.D2 Distinction **Accomplished**	At **Pass**, learners apply some interpretive performance skills in the final outcome that demonstrates some control and artistic interpretation. At **Merit**, learners apply secure interpretive performance skills in the final outcome that demonstrates considered control and artistic interpretation. At **Distinction**, learners apply skilled interpretive performance skills in the final outcome that demonstrates proficient control and artistic interpretation.

Criteria covered by Task 4

Unit/Criteria Reference	To achieve the criteria, you must show that you are able to:

H23.P3 Pass **Appropriate** H23.M3 Merit **Effective** H23.D3 Distinction **Creative**	At **Pass**, learners show some consideration of target audience and presentation format. At **Merit**, learners clearly consider audience and presentation format. At **Distinction**, learners fully account for presentation format and use the audience to inform and inspire the final outcome.

Checklist of evidence required

Portfolio* of evidence with supporting video recordings, including:

<u>Task 1 (Extended Diploma Only)</u>

Proposal for the collaborative performance project to include
details of the:
production timeline
roles and responsibilities

required resources
contingency plans.

Video footage and individual notes from initial planning activities.

Task 2 and Task 3 (Task 2 Extended Diploma Only)

A **log/blog/vlog*** accounting for your contribution to the development and rehearsal process. This should document your input of ideas and how these influenced and shaped the project.

Video footage of meetings and milestone rehearsal sessions.

Task 4

Video footage of the final performance.

*This can be in any form suitable for the submitted evidence, such as video, audio, screen recordings with commentary, written or a combination of forms.

BTEC Creatives

Performing Arts

© PeopleImages /